

To be completed by candidate and school.

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

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3

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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

COMMON ASSESSMENT TASK

Level 3 Lea Faka-Tonga 2020

91679 Demonstrate understanding of a variety of extended spoken Lea Faka-Tonga texts

9.30 a.m. Thursday 22 October 2020

Credits: Five

You should attempt ALL the questions in this booklet.

Each of the questions in this assessment requires you to listen to a passage in lea faka-Tonga. You will hear each passage three times:

- The first time, you will hear it as a whole.
- The second and third times, you will hear it in sections, with a pause after each.
- As you listen, you may make notes in the space provided.
- Before the passage begins, you will have 30 seconds to read the question.
- Once the passage has finished, you will have time to review your answers.

Answer in your choice of English, te reo Māori, and/or lea faka-Tonga. If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–12 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

ASSESSOR'S USE ONLY		
Achievement Criteria		
Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended spoken Lea Faka-Tonga texts.	Demonstrate clear understanding of a variety of extended spoken Lea Faka-Tonga texts.	Demonstrate thorough understanding of a variety of extended spoken Lea Faka-Tonga texts.
Overall level of performance		23

Excellence

FIRST PASSAGE: Fakahaofi hotau 'ātakai' (Saving our environment)

Fanongo ki he ongoongo fekau'aki mo e feinga ke "Fakahaofi hotau 'ātakai". Ko e Fehu'i 'Uluaki' 'oku fakatefito ia 'i he ongoongo ko 'eni'.

Listen to a news report about "Saving our environment". Refer to this passage in your answer to Question One.

Glossed vocabulary

fakatu'utāmaki hazard

LISTENING NOTES

Efforts being made:

Alan, ^{Lev} ~~Eleni~~ and ~~Teva~~ Tevi

NZ:

- No plastic bags
- Use paper bags > in supermarkets and other businesses (suggested)

Tonga:

- No plastic bags
- Campaign
- make bags from leaves

Takanga 'etau fone = Together we can do it
Working together

1st Jan 2019 - date the change happened

Reasons to stop using plastic bags:

- hazard to sea animals
- ruin the food chain
- educate the Tongan people about why plastic bags are hazards to sea animals (The campaign in Tonga)

QUESTION ONE

ASSESSOR'S
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- (a) Fakamatala'i pe ko e hā e feinga 'oku fakahoko 'i Nu'u Sila mo Tonga ke fakahaofi ai e 'ātakai'. Fakamatala'i mai 'a e 'uhinga 'o e ngaahi feinga ko 'eni', ngāue'aki 'a e fakamo'oni mei he konga tohi'.

Explain what efforts are being made in New Zealand and in Tonga to save the environment. Explain the reasons for these efforts, using evidence from the passage.

In New Zealand and Tonga, both countries are ~~starting~~^{slowly} beginning to (since January 1st 2019) stop using plastic bags ~~and~~^{to} save the environment. In NZ, ~~around~~^{over} a million plastic bags are being used each year which is a hazard (fakatu'utāmaki) to sea animals. In Tonga, that are also trying to reduce (and hopefully stop) using plastic bags for the same reason - to stop it becoming a hazard to sea animals that could also potentially ruin the food chain. They also have a group led by Alan, Leve and Tevi who campaigns against the use of plastic bags and educates Tongans about how plastic bags are a hazard to sea animals because it can kill them. The groups also encourages Tongans to revert back to Traditional ways of weaving bag/baskets out of flax or any plants in order to reduce their usage of plastic bags. In NZ supermarkets and other business owners are also encouraged to use paper bags to save the environment.

Please turn over for part (b) ➤

- (b) Ko e hā e 'uhinga 'o e paloveape ko e "Tākanga 'etau fohe'", pea 'oku anga fēfē 'a 'ene kau totonu ki he kaveinga?

What is the meaning of the proverb "Tākanga 'etau fohe'", and how is it relevant in this context?

ASSESSOR'S
USE ONLY

I think the meaning of the proverb 'Tākanga 'etau fohe' is about working together towards a common goal. In regards to the context of 'Save ~~our~~^{the} Environment - Fakahaafi hotau 'ātākai', I think that it is about how although we are from different cultures, environments and countries (NZ and Tonga) we are still able ~~to~~ to do our part to save the environment. We should and can also communicate with other countries to also reduce their usage of plastic bags in order to save the sea animals ^{and environment} as we are all connected by the ~~sea~~ and sky/air. The proverb I think is telling us that in order for the sea animals ~~and~~ and environment & (and other issues) to be saved/resolved is for all the countries to work together as one to save, help and improve our world. 'Tākanga 'etau fohe'—work together to solve issues so that the whole world is able to prosper. //

28

SECOND PASSAGE: Ko e tangata pisinisi (A businessman)

Fanongo ki he faka'eke'eke 'o Siosiuu Tali fekau'aki mo 'ene pisinisi pea mo 'ene hiki fonua 'o nofo Nu'u Silla'. Ngāue'aki 'a e faka'eke'eke' ke tali 'a e Fehu'i Ua'.

Listen to an interview with Siosiuu Tali about his business and his reasons for moving to New Zealand. Refer to this passage in your answer to Question Two.

LISTENING NOTES

Achieve:

- 2nd / 8 (grew up in Tonga) - better education + life for kids
- did whatever job he could for his family
- different jobs at 14 (pick up coconuts \$5 a week)
- high college in Vavau ~~wasn't~~
- family in AS, 1982 in AS worked anywhere he could
- security enough money to bring his whole family to AS before they moved to America
- ~~grew his town~~ but Siosiuu moved to NZ with his wife

Settle:

- Auckland 1996
- 2000 papers
- Onehunga → 7 kids
- wasn't planned
- wife family said NZ was good
- Clean air
- good environment
- No welfare in NZ
- only eat and live off what HE earns
- Loved NZ
- Good people
- Overall good country

Running / Improving:

- learn 'panseti' (take care of the business) ^(like kere poto 'e panseti)
- work hard → don't give up ^(poto he 'ngaue)
- be smart
- humble
- know what you want to do
- be firm on your decision

KOSI musiea

musia

'Iava lelei pea oku faka 'ofa'ofa

'Iava e nau aqo

QUESTION TWO

ASSESSOR'S
USE ONLY

- (a) Na'e anga fēfē 'a e malava 'e Siosiuā 'o a'usia 'a e ngaahi me'a kotoa na'a' ne malava 'o fakahoko 'i 'Amelika Sāmoa'?

How did Siosiuā come to achieve what he did while he was in American Samoa?

Siosiuā achieved what he did in American Samoa by ~~making~~ doing exactly what he did at 14 in Tonga which was accepting any jobs/work he could in order to provide for his family. Because he worked different jobs (like picking coconuts and security) he was able to find what he ~~was~~ wanted to do. He had a small business in American Samoa where he 'kasi musia' for people and that's where his passion for business (alongside doing ^{part-time} jobs) grew.

- (b) Fakamatala'i mai pe na'e anga fēfē 'a e lava mai 'a Siosiuā mo hono uaifi' 'o nofo 'i Nu'u Sila'.

Explain how Siosiuā and his wife came to settle in New Zealand.

Originally, Siosiuā wasn't gonna move to NZ because the rest of his family moved to America, but his wife's family had helped him to see that NZ was 'a good country with clean air, a good environment and good/edu well educated people. The only expectation he had was that he wasn't going to apply for Welfare in NZ ~~and~~ but only live off whatever he earns big or small and even if he only gets to eat bread.

Please turn over for part (c) ➤

- (c) Ko e hā ha me'a 'oku tau lava 'o ako meia Siosiuā fekau'aki mo hono fakalele mo fakalakalaka 'o ha pisinisi ke a'u ki ha tu'unga lelei?

What can be learnt from Siosiuā about running and improving a successful business?

ASSESSOR'S
USE ONLY

Siosiuā worked a variety of jobs before he was able to know what he wanted to do so we should also do/try out different things in order for us to get an idea of what we want to do in the future. In business, specifically, Siosiuā recommends 'ako keke poto 'e pansete' (^{learn} ~~go~~ to be good with money etc.), to work hard and be educated in the workforce ('poto he 'ngaue), be humble and to be certain on your decisions as well as if business is the career that you want to pursue. Siosiuā also encourages people (especially Tongans and Pacific Islanders) to become business women and men ~~as~~ because it is a big work industry that ^{requires} ~~needs~~ more people, (ko'e 'ngaue lahi moe fea ma'u ha kakai lahi).

ES

THIRD PASSAGE: *Tau kau ke fakamālō'ia* (Let's all give praise)

Fanongo ki he lea tatau pe māvae 'a Mele'ofa Mafi, ko e kapiteni ia 'o e 'Apiako Mā'olunga 'a Tonga' ki he 2019. Ko e Fehu'i Tolu' 'oku fakatefito ia he lea ko 'eni'.

Listen to the farewell speech of Mele'ofa Mafi, dux of Tonga High School for 2019. Refer to this speech in your answer to Question Three.

Glossed vocabulary

makupusi	to encompass
feilaulau	sacrifice
faufaua	huge

LISTENING NOTES

Mele ofa's feelings: towards teachers:

- ~~teasing~~
- 'salote ^{atu i koe} ~~ke~~ mou tolu' - sacrifice you ~~made~~ ^{made} for us students
- gratitude
- wouldn't have done it without the teachers

Message to Year 13 about success mat school and life:

- Exams are important but show your true potentials
- Awards don't always show your hard work
- Keep moving forward don't ever stop/give up
- thanks for your hard work
- remember to praise and confide in God as 'koe atua mo'e Tonga koe hoku tofia'

Quotes:

~~'fakamalo'ia he ika'au~~

'fakamalo atu'

'tu'a ofa atu'

QUESTION THREE

ASSESSOR'S
USE ONLY

- (a) Fakamatala'i mai 'a e ongo 'a Mele'ofa ki he'ene kau faiako'.

Describe Mele'ofa's feelings towards her teachers.

Mele'ofa is very grateful for the sacrifices that the teachers had made for the students. They would've have been able to complete year 13 without the teachers and ^{no matter how many times they say} thanks it would never be enough. She and the other ^{students} 'Solute atu i ^{keu} mau'ou' to show their utmost respect, love and gratitude to the work of the teachers.

- (b) Ko e hā 'a e fekau mahu'inga 'a Mele'ofa ki he kotoa 'o e fānauako he Lēvolo 13 fekau'aki mo e lavame'a he ako' mo e mo'ui'?

What important message does Mele'ofa have for all Year 13 students about success at school and in life?

Exams are important but they don't always showcase your true potentials and abilities. Mele'ofa wants students to keep working hard and never give up. She also wants the Year 13 students to that whenever they feel tired, down or stressed to remember to confide and praise the Lord like she had done. She thanks the students for their hard work throughout high school (they made it) and again reminds them to praise and thank God for their achievements so far as 'Ko'e Otua moe Tonga*ko'e hoku Tofia' - (God and Tonga are my in heritance).

E7

Excellence Exemplar 2020

Subject	Lea Faka-Tonga		Standard	91679	Total score	23
Q	Grade score	Annotation				
1	E8	There is evidence of thorough understanding as most of the implied meanings are communicated in details from the text that fully justify conclusions. For example, the meaning of the proverb <i>Takanga 'etau fohe</i> is about working together towards a common goal. Regarding the context of the text, New Zealand and Tonga worked towards the same goal, which is saving the environment; there is a need for all countries to work together as one to save and improve our world.				
2	E8	This is an Excellence response as it demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions. For example, Siosiu came to New Zealand because his wife's family were here and he saw that New Zealand was a good country with clean air, great people, and a good environment, and he decided to work here so that he didn't rely on welfare but on what he earns.				
3	E7	This response demonstrates a thorough understanding and communicates most of the meaning by selecting and using relevant supporting detail from the text. For example, Mele'ofa was grateful for the sacrifices made by the teachers and expressed her respect and love for them for what they had done. She saluted them as she and her classmates wouldn't have made it to Year 13 without their teachers.				